

DENNIS INTERMEDIATE

321 Roland Street
Bishopville, South Carolina 29010

GRADES 4-6 Elementary School

ENROLLMENT 506 Students

PRINCIPAL May R. Caesar 803-484-5386

SUPERINTENDENT Dr. Willie Townes 803-484-5327

BOARD CHAIR Mrs. Queenie Boyd 803-486-6326

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	52	49	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

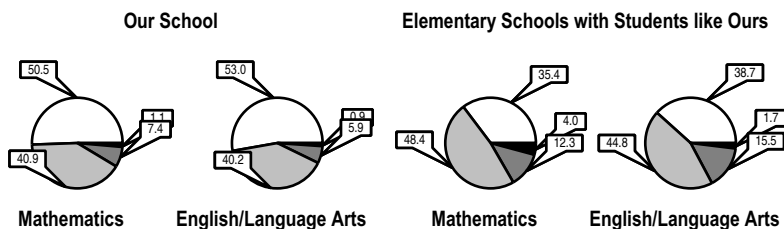
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	36	153	90
Percent satisfied with learning environment	66.7%	69.1%	55.1%
Percent satisfied with social and physical environment	72.2%	55.3%	60.0%
Percent satisfied with home-school relations	30.6%	87.2%	52.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	519	97.1	53.0	40.2	5.9	0.9	6.8	17.6
Gender								
Male	268	95.9	62.2	34.8	3.0	N/A	3.0	17.6
Female	251	98.4	43.6	45.8	8.9	1.8	10.7	17.6
Racial/Ethnic Group								
White	27	92.6	40.0	50.0	10.0	N/A	10.0	17.6
African-American	489	97.3	53.5	39.8	5.8	0.9	6.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	438	98.4	49.6	42.4	7.0	1.0	8.0	17.6
Disabled	81	90.1	72.1	27.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	519	97.1	52.9	40.3	6.0	0.9	6.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	519	97.1	52.6	40.5	6.0	0.9	6.9	17.6
Socio-Economic Status								
Subsidized meals	445	97.5	53.8	39.8	5.4	1.0	6.4	17.6
Full-pay meals	74	94.6	45.8	43.8	10.4	N/A	10.4	17.6

Mathematics								
All students	519	98.5	50.5	40.9	7.4	1.1	8.5	15.5
Gender								
Male	268	97.8	59.5	35.3	5.2	N/A	5.2	15.5
Female	251	99.2	41.3	46.7	9.8	2.2	12.0	15.5
Racial/Ethnic Group								
White	27	92.6	36.8	47.4	10.5	5.3	15.8	15.5
African-American	489	98.8	50.8	40.9	7.4	0.9	8.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	438	99.1	46.4	43.6	8.8	1.3	10.1	15.5
Disabled	81	95.1	73.9	26.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	519	98.5	50.2	41.2	7.5	1.1	8.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	519	98.5	50.2	41.1	7.6	1.1	8.7	15.5
Socio-Economic Status								
Subsidized meals	445	98.7	52.6	40.1	6.6	0.7	7.3	15.5
Full-pay meals	74	97.3	33.3	47.9	14.6	4.2	18.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	143	N/A	37.8	48.3	14.0	N/A	14.0
	Grade 5	107	N/A	59.4	36.8	3.8	N/A	3.8
	Grade 6	112	N/A	59.8	35.3	4.9	N/A	4.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	122	95.9	47.5	42.6	8.9	1.0	9.9
	Grade 5	204	99.0	56.1	37.6	5.8	0.5	6.3
	Grade 6	193	95.9	52.7	41.8	4.2	1.2	5.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	143	N/A	53.8	33.6	10.5	2.1	12.6
	Grade 5	107	N/A	65.4	29.0	4.7	0.9	5.6
	Grade 6	112	N/A	56.3	38.8	2.9	1.9	4.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	122	97.5	46.0	48.0	6.0	N/A	6.0
	Grade 5	204	99.0	50.0	42.6	7.4	N/A	7.4
	Grade 6	193	98.4	53.8	34.9	8.3	3.0	11.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 506)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.1%	Down from 6.6%	2.8%	2.4%
Attendance rate	94.6%	Up from 94.1%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.9%	Up from 0.2%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.0%	Down from 14.0%	8.2%	8.0%
Older than usual for grade	5.5%	Up from 4.7%	2.7%	1.1%
Suspended or expelled	8.3%	Up from 0.2%	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	18.4%	Down from 26.9%	46.2%	50.0%
Continuing contract teachers	42.1%	Down from 42.3%	78.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	58.3%	Down from 60.6%	80.3%	86.2%
Teacher attendance rate	93.7%	Down from 94.5%	95.0%	95.3%
Average teacher salary	\$34,372	Down 8.5%	\$38,061	\$39,909
Prof. development days/teacher	6.6 days	Down from 11.8 days	13.4 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	18.4 to 1	Down from 20.0 to 1	17.0 to 1	18.9 to 1
Prime instructional time	87.1%	Down from 87.7%	88.5%	89.7%
Dollars spent per pupil*	\$7,307	Up 14.1%	\$6,737	\$5,892
Percent spent on teacher salaries*	59.9%	Down from 63.2%	63.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 99.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This past year has been a very productive year at Dennis Intermediate School. Our faculty and staff worked conscientiously to ensure a quality educational program for every child. Our students were engaged in different academic activities that were designed to positively impact academic performance and student morale. Our accomplishments include: Lieutenant Governor's Essay winner for the district, Brain Buzz winners, Student of the Month winners, Accelerated Reader winners, Honor Roll and Beta Club members, Lieutenant Governor's Citizenship winner, and other outstanding academic awards.

Students were also involved in other activities that promoted academic excellence. We had a successful PACT Pep Rally, PACT "Egg-cellent" Hunt, assembly programs, after-school homework centers, an ice cream party for all benchmark nine weeks tests winners, and many other activities to enhance our school climate.

Dennis Intermediate teachers worked to promote academic excellence by using standards-based curriculum pacing guides, administering PACT-like nine weeks tests, participating in curriculum calibration activities, planning in grade-level team meetings, providing hands-on activities in mathematics and science, participating in writing workshops, and coordinating parenting sessions. Teachers were not only rewarded for perfect attendance, but they were also recognized through school-level features and during American Education and Teacher Appreciation Weeks.

The Dennis Intermediate School Improvement Council (SIC) and Parent/Teacher Organization (PTO) provided input for the annual update of our School Renewal and SACS five-year review plan. The PTO and SIC were actively involved in school related functions such as conferences, Title I meetings, mentoring programs, and PACT parenting sessions. Many parents and community leaders also served as volunteers during the school year.

Through the combined efforts of the faculty, staff, parents, and community members, we had a great school year and we will always strive for improvements each year.

May R. Caesar, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.